

Reading rests on a continuum from aesthetic to efferent in reader response theory. While the aesthetic stance refers to feelings and thoughts of the readers, the efferent stance turns the attention towards the information the readers draw upon at the end of the reading.

Language learning involves “the creation and communication of meaning” (Rigg, 1991, p. 523). Within this context, literature discussions create an ethos for learners not only to respond to texts and create meaning but also to verbalize their interpretations.

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